



Park Grove Primary Academy Policy

Assessment and Reporting Policy

Introduction

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Aims

The aims of this policy are:

- to provide information on the school's assessment and recording systems
- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this we will:

- evaluate pupils' learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in English and Maths on a regular basis and discuss these with the pupils so that they are involved in the process
- regularly share these targets during parents' evening with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- encourage Peer marking and feedback
- mark work so that it is constructive and informative in accordance with the marking and expectations guidelines



- use Assessment for learning strategies such as:
 - working walls
 - targets
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - learning journey – children know what is next

Assessment Cycle

Tracking

Assessment is a systematic part of our school's work which will be used to track all children within each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

In Reading, Writing and Maths, our assessment system is based on National Curriculum objectives. These are used throughout the year to track progress and reach summative judgements, which are recorded at four key points during the year, using trackers which have been developed with Ebor Academy Trust.

Maths trackers (landmarks, basics and times tables) and writing trackers are kept in the back of the children's books and updated regularly. Reading trackers are used in guided reading sessions.

Using the tracker, the summative judgements are made using these codes and entered at assessment points onto Otrack:

- B - beginning
- WT – working towards
- WT+ - working towards+
- S - secure
- S+ - working at greater depth

Higher Achieving Pupils (HAPs)

Pupils who are working within Greater Depth at the end of the summer or before, will be considered to be HAPs.

End of Year Judgements

The in-year tracking is used to form an overall end of year judgement used for reporting to parents in reading, writing and mathematics.

There are 3 judgements

- Working towards: Working below the National standard
- Met: Working at the National expected standard
- Greater Depth: working within greater depth



Science

There are two strands of assessment in Science: 'Working Scientifically' and 'Knowledge and Understanding'

Working scientifically is assessed during lessons where these skills are being used and then recorded on a tracker in the back of the children's science books.

Knowledge and Understanding is assessed before and after each unit taught using 'Aiming High' objectives taken from the National Curriculum.

Judgements are recorded mid-year and end of year.

Foundation Subjects

Assessment in Foundation subjects is carried out on an annual basis using observations and classroom notes collected during the year. These are referenced against the relevant National Curriculum Objectives for each subject.

Phonics

Children in EYFS and Key Stage 1 are assessed at the same assessment points during the year in decoding. Mock phonics screening based on the screen check takes place for Year 1 children to prepare them for the screen and to identify children who need additional support.

EYFS

Assessment in EYFS is through a range of approaches:

- A range of short and long observations of independent activities recorded electronically.
- Annotated photographs
- AfL records of focussed tasks.
- Annotated pieces of work.
- Videos

Evidence is recorded in 'Wonderful Work' folders and on Ipads using an interactive Learning Journal

This evidence is then used to make judgements throughout the year using 'Ages and Stages' and then a final summative assessment takes place in June against all 17 Early Learning Goals.



Statutory testing

EYFS

Children in EYFS will be assessed at the end of the year against all the Early Learning Goals, 12 of which form the 'Good Level of Development' judgements.

Year 1

Children in Year 1 take the phonics screening test in June, which checks their phonics skills to decode words up to and including phase 5.

End of Key Stage 1

Children in Year 2 will take statutory tests in maths (arithmetic and problem solving), and reading, which will complement teacher assessment. Science and writing will be assessed using teacher assessment only. These take place throughout the month of May

End of Key Stage 2

Children in Year 6 will take new statutory tests in maths, spelling and grammar and reading. Science and Speaking and listening will be assessed using teacher assessment. The date for these tests is set externally and take place in early May.

Reviewing of Data

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this we will:-

- follow the Assessment schedule and update the data on a regular basis
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for Mathematics and English and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing every assessment cycle
- analyse data at the end of each term and at the end of each year to track 'value added' progress made
- pass cohort data and analysis to the next teacher

The assessment coordinator will also:



- highlight pupils who have made little or no progress or are working below expectations and discuss these pupils early in the autumn term and after each assessment point with the Pupil Support team, the SLT and class teachers.
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children with English as an additional language
- report to governors regarding the policy, statutory test results and cohort progress

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. EYFS, KS1 and KS2 reports are written at the end of the school year using the agreed school format and are personal to each pupil. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem, though honesty and integrity will also be maintained.

We will:-

- provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process
- provide a yearly written report
- ensure results of statutory assessments are reported to parents
- discuss pupil progress at the request of parent by appointment

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

We will:

- meet regularly to moderate assessments of core subjects
- moderate work through planning and book scrutinies, and giving feedback to members of staff
- participate in moderation schemes in the Local authority and within the cluster
- Use a standardised testing scheme for English and Maths

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated by the Assessment Coordinator and the SLT

Linked Policies

Assessment schedule

School marking and expectations policy

Revised by: Vicky Hearson,

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